# A B E L

Advancing Basic Education
& Literacy

# Involving Communities:

## A Companion Guide

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**Advancing Basic Education and Literacy 2 (ABEL 2) Project**
**Contract No. HNE-Q-00-94-00076-03**

**Creative Associates International, Inc.**

**1999**

# CONTENTS

# ACKNOWLEDGMENTS

# I.  INTRODUCTION

*Involving Communities: A Companion Guide* is a document to help educators involve local communities in improving education for their children.  It includes a summary of important information and lesson plans for community involvement sessions at the village, district, and national levels.  Copies of handouts that can be used during those sessions also are included.  The document was prepared for the United States Agency for International Development (USAID) by Creative Associates International, Inc. (CAII) for the Advancing Basic Education and Literacy 2 (ABEL 2) project.

This Guide is a melding of research and application.  The concepts are taken from the parent document, *Involving Communities:  Participation in the Delivery of Education Programs.*[1]  Through case studies and analyses, the authors of that document explain how community participation has been practiced in developing countries and the extent to which strategies incorporating community participation have led to improvements in basic education.  Community participation "best practices," lessons learned from the inclusion of community participation, and the implications of those lessons on education program planning also are provided.

The Guide also reflects a pilot application of the research that was conducted in Ghana in 1998/99.  For this activity, CAII collaborated with the Forum for African Women Educationalists (FAWE)/Ghana to build community participation in two rural districts:  Akuapem South and Afram Plains.  Using *Involving Communities* concepts, CAII trained local facilitators and supported them in conducting sessions at the village and district levels.  Villagers developed and implemented action plans to improve education based on those sessions.  This Guide, then, provides a basic framework for applying the concepts in *Involving Communities* in other Ghanaian communities as well as in other countries desiring to improve education.

*Involving Communities:  A Companion Guide* is organized into five sections.  The first summarizes the important concepts that should be considered in building community involvement.  The remaining sections include an overview, a list of activities, and recommended training materials to use with each component of the process--pre-application facilitator training, village application, district workshop, and the national forum.

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[1] Rugh, A., and H. Bossert.  1998*.  Involving Communities:  Participation in the Delivery of Education Programs*.  Washington, DC:  Creative Associates International, Inc.

## II. INVOLVING COMMUNITIES:  IMPORTANT FINDINGS

This section provides answers to three key questions:

1. What effects can be attributed directly to community participation?
2. What contributes to effective community involvement programs?
3. What contributes to sustainable community involvement?

### What Effects Can Be Attributed Directly to Community Participation?

Education programs with components designed to increase community participation can bring about the following effects:

- build educational participation, program quality, and accountability;
- improve educational delivery;
- build resources;
- increase the educational participation of disadvantaged groups; and
- promote the practice of civil society.

### What Contributes to Effective Community Involvement Programs?

Community involvement efforts are more likely to be effective if planners consider the following four elements:

- the *purpose* of the community involvement;
- the *context* in which the program is being implemented;
- the *mode* of community involvement; and
- the *cost* of the community involvement activities to the community and the program.

### *Purpose*

Community involvement can be used to do the following:

- add to existing resources;
- address specific education issues;
- encourage the enrollment of hard-to-reach populations;
- extend the government's oversight over schools;
- advocate for improvements; and/or
- promote the practice of civil society.

Developers need to state at the project's inception what they hope to accomplish. They can then assess progress throughout the project and make adjustments accordingly.

*Context*

The program design should reflect the local environment in at least three areas:

- educational context;
- social context; and
- cultural context.

If the local community is not ready to support a program or a change in behavior, change is much harder to achieve as resistance is almost guaranteed. As stated in *Involving Communities*, "Locally valued practices can only be replaced successfully with something that participants feel at a gut cultural level has similar or greater value."

*Mode of Involvement*

*Involving Communities* identifies eight modes of community involvement, ranging from the "tell" mode, where project initiators give information and direction to the intended beneficiaries, to the "empower," "embolden," and "demand" modes, where the communities themselves are progressively more responsible for planning, starting, and implementing the activities. The communities to be served should be meaningfully involved in program planning and implementation. Participatory involvement helps to ensure that the activities are important to the people who are to benefit.

**Figure 1**
**Eight Modes of Community Involvement**

| Mode | Characteristics |
|---|---|
| Tell | Facilitator gives information/direction |
| Sell | Facilitator gives information and expects agreement |
| Test | Facilitator has identified a "right" direction but wants confirmation |
| Consult | Facilitator is unclear and wants ideas about proposed solution |
| Join | Facilitator delegates tasks or forges partnerships to solve problems |
| Empower | Facilitator trains selected community leaders to guide communities in identifying problems and possible solutions, and in developing action plans |
| Embolden | Facilitator encourages community to take initiatives in support of education reform |
| Demand | Village/community "orders" the education delivery that it wants; donor agency provides financial and other support |

Adapted from Rugh, A., and H. Bossert, 1998, p. 142.

*Cost*

As documented in the research, projects often "front load" investments in community participation, providing plans and resources for discussion meetings, surveys, and initiation activities but leaving little for involvement in actual implementation and monitoring. Planners should be careful to include sufficient resources for community mobilization during all phases of the project (see Figure 2). Linkages with established organizations become very important in order to maximize the use of the resources that are available.

**Figure 2**
**Resources Needed, by Project Phase**

| Project Phase | Sample Community Involvement Activities | Types of Resources |
|---|---|---|
| Planning | Discussion meetings<br>Interviews<br>Planning sessions | Facilities<br>Materials/Supplies<br>Transportation/Food<br>Technical assistance/support |
| Implementation | Community-oriented activities<br>Problem solving and decision-making sessions<br>Monitoring and feedback activities | Equipment, materials, and supplies<br>Technical assistance<br>Transportation/daily allowance |
| Reporting/ Documentation | Input into final reports<br>Oral presentations to sponsors<br>Presentations to district and national education officers<br>Dissemination to other communities | Clerical support<br>Materials and supplies<br>Transportation |

A list of other elements of effective community participation practices is provided in Figure 3.

**Figure 3**
**Community Participation and the Delivery of Education Programs:**
**Elements to Consider**

- Building trust
- Providing motivational/inspirational training
- Providing strong monitoring and evaluation
- Responding to community concerns
- Empowering local people to act
- Clearly defining roles and responsibilities of partners
- Harnessing traditional modes of organization
- Garnering local resources
- Developing productive links to education authorities
- Forming and utilizing grassroots institutions to solve local education problems
- Creating school management committees
- Designing culturally sensitive approaches
- Including a system for reflection and correction

Adapted from Rugh, A., and H. Bossert, 1998, p. 162.

## What Contributes to Sustainable Community Involvement?

Community involvement activities are more likely to be sustained if the following conditions exist:

- local capacity is developed in the process;
- quality issues are addressed;
- technical experts are involved;
- program is later subsumed by some formal structure;
- program implementation is linked with local NGOs and other organizations; and
- a plan for regular monitoring is in place.

## Summary

Community participation can contribute to improved education for children. It can build participation, especially among disadvantaged or underserved groups, improve quality and delivery, build resources, and promote the practice of civil society.

To be effective, however, planners should consider carefully what they are trying to achieve by involving the community, the "mode" or level of involvement, the context in which a program is to be implemented, and the resources needed to implement the activities.

Activities are likely to be sustained if local capacity is developed, quality is addressed, the program is linked to technical expertise and established organizations, and a plan for regular monitoring and adjustment is in place.

# III.  INVOLVING COMMUNITIES: THE PROCESS

The process for introducing major concepts included in *Involving Communities* is highly participatory, involving people at the local, district, and national levels in project planning, implementation, and monitoring.  The process is as follows:

1.  Sponsor links with an established NGO to identify communities and local leaders.

2.  Sponsor trains NGO staff and local leaders to serve as co-facilitators.

3.  Trainers and co-facilitators work with community residents to identify community problems that are barriers to education, identify local resources, develop action plans, and select a Community Involvement Coordinator.

4.  Co-facilitators and the Community Involvement Coordinator share village findings and action plans with district education officials.

5.  Communities implement action plans, record outcomes, and evaluate results. Co-facilitators and district officials provide support.

6.  Communities share outcomes and celebrate success.

7.  Sponsors/Leaders present program design and outcomes to other communities that want to improve education for their children.

These steps are actualized during four participatory sessions:  facilitator training; village application; district workshop; and the national forum (see Figure 4).  The next four chapters provide information on those sessions.  Included in each chapter are an overview of the session, suggested activities, and visuals/handouts to support the activities.

**Figure 4**
**The *Involving Communities* Process:  A Summary**

| Activity | Purpose | Who Is Responsible | Expected Outcomes |
|---|---|---|---|
| Planning | Prepare for community involvement activities | Sponsors (e.g., International donors, NGOs) | Training site and participants selected<br><br>Participating districts/villages selected |
| Facilitator Training (3 days) | Train local co-facilitators | Sponsor(s) | Local facilitators prepared to build community participation |
| Village Application (5 days per village) | Develop and initiate implementation of village action plan | Lead trainer and co-facilitators | Village action plan for community involvement developed/displayed/ disseminated<br><br>Village Community Involvement Coordinator identified and trained |
| District Workshop (1.5 days) | Build district-level support for *Involving Communities* process | Sponsor(s) | Village community involvement activities integrated in district education plan |
| Implementation | Implement village action plan<br><br>Provide feedback | Village residents/community<br><br>Community Involvement Coordinator | Increased parent/community participation<br><br>Increased student participation<br><br>Improved educational quality |
| National Forum (.5 days) | Raise public awareness of the *Involving Communities* process and inspire implementation nationwide | Sponsor(s) and Ministry officials | Increased awareness of promising community activities that improve educational quality<br><br>New attitudes about community involvement |

☐ Activities are not discussed in this *Companion Guide.*

## IV.  INVOLVING COMMUNITIES:  FACILITATOR TRAINING

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### Overview

**Purpose**

To prepare local professionals to build community involvement in rural villages and communities

**Objectives**

By the end of the training session, participants will be able to:

- Use *Involving Communities* to obtain information about community involvement and about various programs that have included community involvement as a component
- Explain how community involvement can impact basic education
- Identify the modes of community involvement that are more likely to result in sustained program results
- Identify the purpose/desired outcomes of community participation elements
- Lead local communities and villagers in developing action plans to improve basic education

**Suggested Participants**

Four-six potential trainers, including at least two from each of the participating districts

**Length of Session**

Three days; six three-hour sessions

**Materials Needed**

*Involving Communities*, entire document; pp. 141-144; 162
Worksheet:   "It's in the Bag"
Handout 1:    "Purposes of Community Involvement"
Handout 2:    "Unhelpful Behavior in Groups"
Handout 3:    "Principles of Participatory Facilitation"
Handout 4:    "Preparing an Action Plan Using a Participatory Approach and Techniques"
Handout 5:    "Conventional and Participatory Monitoring and Evaluation"

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# Activities

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**Day 1
Building
Understanding:
What Is Community
Involvement?**

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- Peer introductions
- Group game and follow-up discussion
  Worksheet:  "It's in the Bag"
- Presentation/Walk-through of *Involving Communities* organization and content
  Use book, *Involving Communities*
- Presentation/Discussion: Effects of community involvement
  Use book, *Involving Communities*, p. 155
- Group discussion and analysis:  Eight modes of community involvement
  Use *Companion Guide*, Figure 1, p. 4
- Small group activity:  Deciding the purpose/desired outcomes of community involvement
  Handout 1:  "Purposes of Community Involvement"

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**Day 2
How Do You Involve
Communities?**

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- Presentation:  Positive and negative behaviors of group members
  Handout 2: "Unhelpful Behavior in Groups"
- Presentation/Discussion:  What is facilitation?
  Handout 3: "Principles of Participatory Facilitation"
- Presentation:  The *Involving Communities* Process:  An Overview
  Use *Companion Guide*, p. 9
- *Involving Communities*  Activities
  - Village Application activities (see Chapter IV)
    Village Application action plans
    Handout 4:  "Preparing an Action Plan Using a Participatory Approach and Techniques"
  - District Workshop activities (see Chapter V)
  - National Forum Activities (see Chapter VI)
- Presentation:  Monitoring and evaluating community involvement activities
  Handout 5:  "Conventional and Participatory Monitoring and Evaluation"

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**Day 3
Simulating and
Planning**

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- Group development/selection of representative village/community for simulation
- Role play of village situation
- Next Steps:  Planning village application and district workshop

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# WORKSHEET
## IT'S IN THE BAG

**Why Use It?**  To explore the attitudes of group work versus individual work

**Time It Takes**  Twenty minutes

**What You Need**  Large paper bag, assortment of twenty articles, pen and paper for person that leaves, flip chart, markers, and masking tape

**How It's Done**  1.The group forms a circle, and the facilitator pulls the articles out of the bag, one by one. The facilitator should not give any explanation to the group, but simply ask the participants to listen closely and pay attention as the individual items are pulled out of the bag.

2. The facilitator asks for a volunteer, who is directed to leave the room to try to write down all the articles that were pulled from the bag. The group tries to do the same thing together (brainstorming on a large piece of paper). The facilitator should ask another facilitator to accompany the volunteer when he/she leaves the room.

3. When the large group completes the brainstorming, the participant who was asked to leave the classroom is called to return to the classroom with his/her list. He/she is asked, "How many items do you have?" The facilitator then compares the two lists (the individual and the group lists).

4. After the lists that have been composed are put together, the facilitator should ask participants, "What did you learn from the activity?" The facilitator should write down all feedback on a flip chart. Most likely, the list the group composes will be longer, thus illustrating the benefits of working as a group as opposed to working individually.

Source:  Da Silva, S., and S. Kindervatter.  *Women Working Together.*

**HANDOUT 1**
**PURPOSES OF COMMUNITY INVOLVEMENT**

| Purpose | Example |
|---|---|
| Provide Needed Resources/Services | |
| Address Specific Education Issues | |
| Involve Hard-to-reach Populations | |
| Extend Government's Oversight of Schools | |
| Advocate for Improvements | |
| Promote Civil Society | |

We all delight in hearing that we have been helpful in a group, but it is hard to face honestly the fact that some of our behavior is not helpful.  We also often have people in a group who are not easy to work with.  This exercise uses humor to make both of these situations easier.

**Procedure**

The facilitator explains two things:  that we need to look at people's behaviors if we are to improve our leadership skills and the participation of others; and that animals show in a very clear way some kinds of human behavior.  The facilitator then selects someone from the group to be an animator.

The animator describes with actions, gestures, and humor each type of behavior and displays a picture of the animal described.

The facilitator leads the group in processing the information by asking the participants to discuss the roles of each animal.  The facilitator states, "Most of the roles display negative behavior.  Can they also be positive characteristics?"

The facilitator asks each participant, "What sort of animal are you usually in a group?"  What sorts of animals are you likely to meet in the communities?  Can you think of ways to respond to them?"

Adapted from:  Laver, S.  1992.  "Communicating about AIDS:  Training Manual."  Zimbabwe AIDS Network.
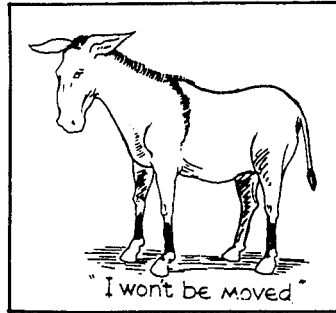
**The Donkey**
who is very stubborn, will not change
his/her point of view.
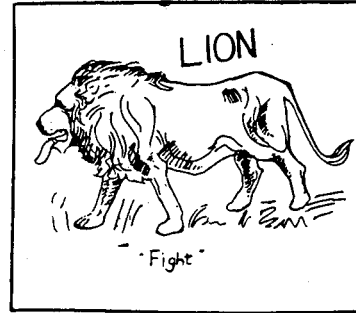
**The Lion**
who gets in and fights whenever others
disagree with his/her plans or interfere
with her or his desires.



**The Rabbit**
who runs away as soon as (s)he senses
tension, conflict, or an unpleasant job.
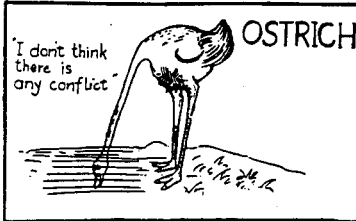This may mean quickly switching to
another topic. (Flight Behaviour)

**The Ostrich**
who buries his or her head in the sand
and refuses to face reality or admit there
is any problem at all.
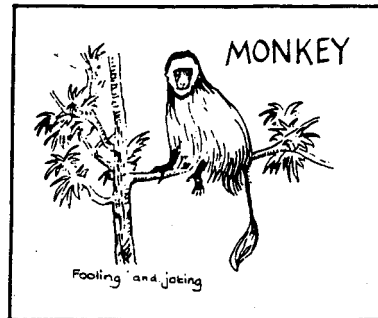


**The Monkey**
who fools around, chatters a lot and
prevents the group from concentrating
on any serious business.
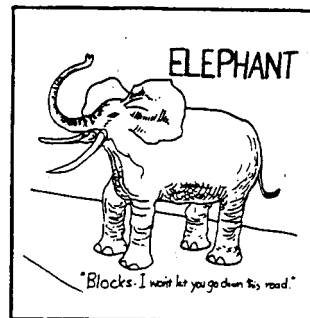
**The Elephant**
who simply blocks the way, and
stubbornly prevents the group from
continuing along the road to their
desired goal.
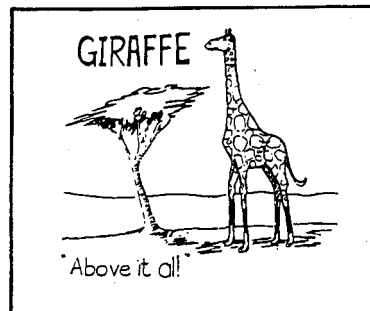


**The Giraffe**
who looks down on the others, and the
program in general, feeling, 'I am above
all this childish nonsense.'
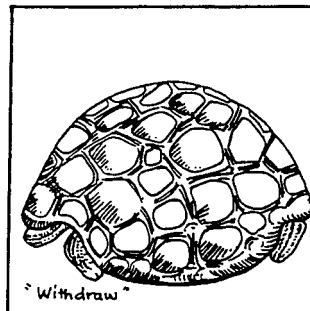
**The Tortoise**
who withdraws from the group, refusing
to give his or her ideas or opinions.
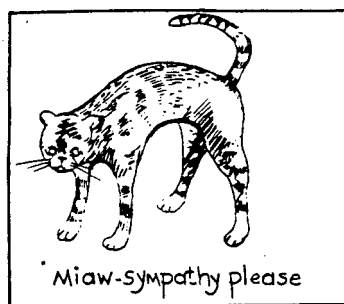
**The Cat**
who is always looking for sympathy. 'It is so difficult for me . . . miauw. . . .'
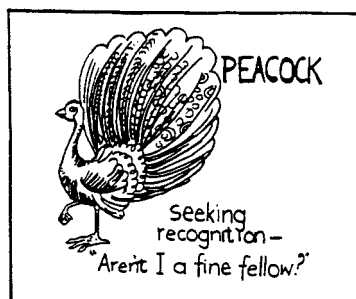
**The Peacock**
who is always showing off, competing for attention. 'See what a fine fellow I am!'
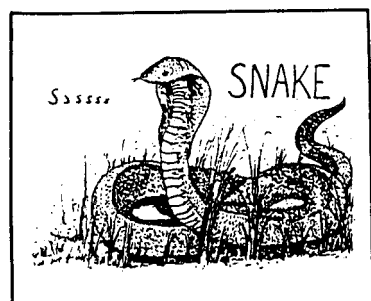
**The Snake**
who hides in the grass and strikes unexpectedly.
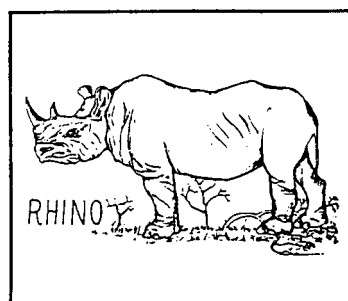
**The Rhino**
who charges around 'putting her/his foot in it', and upsetting people unnecessarily.
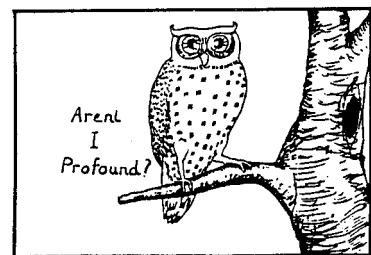
**The Owl**
who looks very solemn and pretends to be very wise, always talking in long words and complicated sentences.
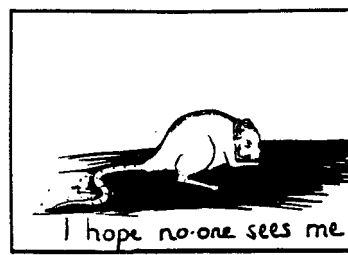
**The Mouse**
who is too timid to speak up on any subject.
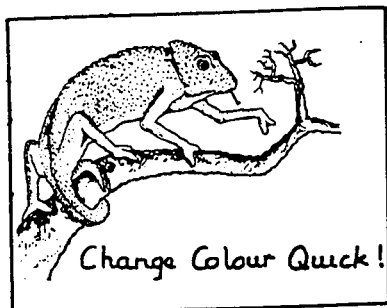
**The Chameleon**
who changes colour according to the people she is with. She'll say one thing to this group and something else to another.

**The Hippo**
who sleeps all the time, and never puts up his head except to yawn.

# HANDOUT 3
## PRINCIPLES OF PARTICIPATORY FACILITATION

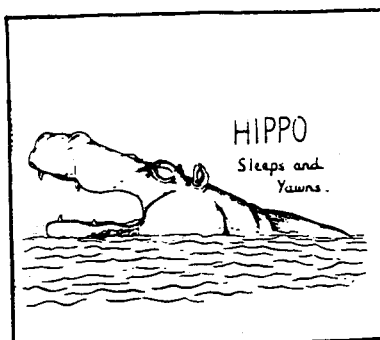| Type of Function | At the School and Village/Community Level | At the District Level | At the National Level |
|---|---|---|---|
| How to introduce yourself | ▪ Introduce yourself to village<br>▪ Walk around familiarizing yourself<br>▪ Be informal<br>▪ Listen and observe | ▪ Introduce yourself to key players<br>▪ Meet relevant and important people | |
| How to prepare for the start of an activity | ▪ Be respectful of appropriate timing so that you don't interfere with local routines<br>▪ Respect local needs and culture; a token of appreciation may be appropriate<br>▪ Find out all you can from relevant sources | ▪ Adjust your schedule to suit timing of local leaders, festivals, etc.<br>▪ Respect the norms of local culture<br>▪ Gather relevant information from all available sources | ▪ Coordinate your timing suitably and strategically<br>▪ Use tact and sensitivity to prevailing norms and culture<br>▪ Collect relevant documents and information |
| How to act | ▪ Be honest and build trust<br>▪ Be flexible and open-minded<br>▪ Be patient, tolerant, and humble<br>▪ Be observant and learn about local experience<br>▪ Follow local norms, and don't set yourself apart<br>▪ Seek local opinions<br>▪ Be courageous | | |
| What language to use | ▪ Use local language as much as possible<br>▪ Use appropriate body language<br>▪ Dress appropriately<br>▪ Be informal; use simple and clear language | | |
| How to communicate | ▪ Use simple words, jokes, and proverbs<br>▪ Don't coerce<br>▪ State your mission clearly, accurately<br>▪ Don't make value judgements | ▪ Be knowledgeable about your issue<br>▪ Communicate effectively with respect for local customs and knowledge<br>▪ Be open to revision | ▪ State your purpose clearly<br>▪ Don't dictate<br>▪ Learn from local knowledge and expertise<br>▪ Be open to modification |
| How to inspire actions | ▪ Ask leading or probing questions<br>▪ Be prepared to justify actions<br>▪ Prompt people into taking actions<br>▪ Be prepared to accept criticism<br>▪ Acknowledge local leaders and initiatives | | |
| How to avoid making mistakes | ▪ Listen and learn<br>▪ Make sure decisions suit local culture, realities, and priorities<br>▪ Verify the suitability of your actions by holding frequent meetings<br>▪ Be mindful of the beneficiary as your client, not the institution or the funding partner | | |

Source: Agarwal, S. 1999. "Nkabom ne nkoso: Participation for Change: Involving Communities for Girls' Education in Ghana." (Draft document).

**PREPARING AN ACTION PLAN USING A PARTICIPATORY APPROACH AND TECHNIQUES**

| Activity | Description | Rationale | Techniques |
|---|---|---|---|
| Step 1 | Readiness for Change | Why change?<br>- Identifying need and increasing motivation for change and innovation increases readiness | ▪ Trust building through individual and group interaction<br>▪ Sharing of experiences from near and far<br>▪ Mapping of local institutions and characteristics<br>▪ Trend analysis-historical diagram |
| Step 2 | Defining a Goal | What do we want to achieve (e.g., increase enrollment of girls)?<br>- The goal must be a joint one, not dictated by the project | ▪ Mapping (community, personal, institutional)<br>▪ Trend analysis (seasonal calendars, daily activity charts)<br>▪ Flash cards (aspirations for and of children, community) |
| Step 3 | Establishing Priorities | What should we do?<br>- What causes these problems, and what might be some of the solutions? | ▪ Ranking/Prioritization<br>▪ Problem/solution matrix<br>▪ Interviews and discussions (individual, key informant, household, community, focus group)<br>▪ Role play and theater |
| Step 4 | Identifying Partners | Who do we work with?<br>- Who are the major players and key stakeholders, and how can we share responsibilities? | ▪ Interviews<br>▪ Potential resources for support matrix |
| Step 5 | Taking Action | Where shall we start?<br>- Which action do we take first and where?<br>- Building capacity locally to take action is critical | ▪ Community meetings<br>▪ Focus groups<br>▪ Review of solutions/potential resources for support matrix<br>▪ Capacity building (institutional, individual, collective) |
| Step 6 | Learning from Doing | Are we reaching our goal?<br>- What does our experience teach us about how to address this problem, and who can help? | ▪ Participatory monitoring and evaluation<br>▪ Public forums and debates on lessons learned<br>▪ Documentation of best practices and role models |
| Step 7 | Review and Revision | How can we improve?<br>- What should we do differently? | ▪ Information sharing, reflection, review, and dialogue at different levels<br>▪ Assimilating findings into plans |

Adapted from Agarwal, S., 1999.

**CONVENTIONAL AND PARTICIPATORY MONITORING AND EVALUATION**

| Conventional Monitoring and Evaluation | Participatory Monitoring and Evaluation |
|---|---|
| External experts evaluate with "outsider" perspective | Community members, project staff, and facilitator together develop "insider" perspective |
| Predetermined indicators of success reflect project goals; outputs are measured against inputs and costs | People define their own indicators of success, which reflect their own goals and achievements |
| Focus on "scientific objectivity' ensures distancing of evaluators from participants and avoidance of contamination | Participants use simple methods adapted to local culture; results are shared immediately through local involvement in evaluation process |
| A formal exercise conducted at prescribed intervals like mid-term or completion suits project cycle and need | More informal, frequent, and ongoing exercise is used; suits the needs of people and their readiness to change |
| Data are typically extracted to describe results; findings justify future funding | Data are generated through interactive process; findings engage people to take action |
| Focus on information gathering feeds upwards into possible action | Activity raises awareness and prompts action locally |

Source: Agarwal, S., 1999.

# V. INVOLVING COMMUNITIES: VILLAGE APPLICATION

## Overview

**Purpose**

To develop and initiate implementation of a village action plan, which can be displayed in a visible place so that villagers can refer to it and implement it

**Objectives**

By the end of this application, participants will be able to:

- Describe the participating village history and culture, and its significant people, places, and events
- Work with villagers to identify community barriers to education participation and develop a village-specific action plan to improve basic education
- Initiate village-specific action plan and report progress

**Suggested Participants**

Two local co-facilitators
Village residents (to include male and female, all age groups)

**Length of Session**

One week; 5 full-day sessions

**Materials Needed**

Flip chart pages and markers
Handout 6: "Potential Resources for Support"
Handout 7: "Problem/Solution Matrix"
Handout 8: "Participatory Monitoring and Evaluation Cycle"

# Activities

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**Day 1
Self-Exploration:
Who Are We?
Where Have We
Been?**

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- Meet village chiefs, elders, and other leaders to learn about village history and understand village culture
- Coordinate walking tour with community members to identify important/significant people, places, and activities
- Coordinate mapping exercise to build rapport between facilitators and community and to learn important institutions
- Summarize findings of the day and cross-check with community members
- Review *Involving Communities* process/activities and plan for Day 2

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**Day 2
What Are Our
Strengths and
Weaknesses, and
Why Do We Have
Them?**

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- Observe/conduct informal interviews to identify elements that hinder and support girls' education (e.g., participation, achievement, quality, accountability) and related barriers within the village context
- Develop problem tree/problem booklet or list of problems
- Prioritize problems using open or private ballot
- Summarize findings of the day
- Review *Involving Communities* process/activities and plan for Day 3

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**Day 3
What Can We Do for
Ourselves, and What
Sources of Help Can
We Tap?**

</td>
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- Conduct semi-structured interviews and brainstorming session to identify possible solutions and existing strengths
- List untapped community sources of help Handout 6: "Potential Resources for Support"
- Match problems, solutions, and resources
- Construct matrices and other illustrations
- Review *Involving Communities* process/activities and plan for Day 4

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**Day 4**
**What Do We Want?**

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- Meet with village subgroups to review obstacles to basic education and to identify existing elements that support basic education
- Identify possible solutions
  Handout 7: "Problem/Solution Matrix"
- Confirm findings with village subgroups and adjust as needed
- Review *Involving Communities* process/activities and plan for Day 5

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**Day 5**
**Where Do We Go from Here?**

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- Share weeklong findings with entire village through drama, role play, and dramatization of critical incidents
- Facilitate village planning of at least three short-term actions to be taken and one long-term plan
- Engage community members in preparing visuals, presenting findings, and planning next steps
- Introduce community to participatory monitoring and evaluation
  Handout 8: "Participatory Monitoring and Evaluation Cycle"
- Guide community in selecting a Community Involvement Coordinator

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## HANDOUT 6
## POTENTIAL RESOURCES FOR SUPPORT

| Potential Resource | SUPPORT | | | | | ACTION | |
|---|---|---|---|---|---|---|---|
| | Facilities | Materials/ Supplies | Services | Finances | Volunteers | Contacted | Response |
| Organization Name<br><br>Contact Information<br><br>Name<br>Address<br>Tel/E-mail | | | | | | | |
| Organization Name<br><br>Contact Information<br><br>Name<br>Address<br>Tel/E-mail | | | | | | | |
| Organization Name<br><br>Contact Information<br><br>Name<br>Address<br>Tel/E-mail | | | | | | | |

# HANDOUT 7
## PROBLEM/SOLUTION MATRIX

| Problems ↓ / Solutions → | |
|---|---|
| | |
| | |
| | |
| | |

## Procedures

Facilitators write identified problems and potential solutions on the matrix. Community residents vote to prioritize solutions/activities.

Sources:

Campos, J., 1999.  "Small Acts and Big Hopes:  Participatory Learning and Action as an Integrated Feature in the Application of ABEL 2 Documentation" (Draft step-by-step guide). Applied in Ghana, West Africa, November 18-December 16, 1998.

Van Belle-Prouty, D., and H. Sey.  1998.  "Girls' Participatory Learning Activities in the Classroom Environment (Girls'PLACE):  A View to the Experiences of Girls."  (SD Publications Series, Technical Paper No. 86).  Prepared by Institute for International Research.

# HANDOUT 8

## PARTICIPATORY MONITORING AND EVALUATION CYCLE

What is our purpose?

APPLYING DATA

How can we use
the information?

Listen to the
community

PLANNING

Who should
we involve?

Turn feedback
into action

Develop methods &
select tools

Record
progress

Define how information
should be recorded

ANALYZING DATA

What has
changed?

Who needs
to know?

GATHERING  DATA

How will we
know?

Source: Agarwal, S. 1999.

# VI. INVOLVING COMMUNITIES:  DISTRICT WORKSHOP

## Overview

**Purpose**

To build district-level support for concepts included in *Involving Communities* and the village-level applications

**Objectives**

By the end of this session, participants will be able to:

- Explain the content and organization of *Involving Communities*
- Explain the community's role in shaping education delivery
- Explain the process used at the village level to involve communities
- Summarize the village action plan(s) for improving education
- Adapt existing district plan as appropriate to reflect village plan(s)
- Provide constructive feedback to villages implementing action plan(s)

**Suggested Participants**

Two leaders/presenters from each participating village

20-25 district level leaders in education, to include district-level assembly people, district education officers, representatives from non-formal education, head teachers, chiefs, queen mothers, district-level elected political officials

**Length of Session**

1.5 days/three three-hour sessions

**Materials Needed**

Copies of *Involving Communities*
Copies of village action plans
Existing district education plan
Handout 5:  "Conventional and Participatory Monitoring and Evaluation"
Handout 6:  "Potential Resources for Support"
Handout 8:  "Participatory Monitoring and Evaluation Cycle"
Handout 9:  "Monitoring/Feedback Form"

# Activities

| | |
|---|---|
| **Day 1**<br>**Reviewing the**<br>**Process and Village**<br>**Applications** | <ul><li>Opening</li><li>Introductions</li><li>Overview of Workshop Agenda</li><li>Lecture/Walk-through: *Involving Communities* organization and content<br>Use book, *Involving Communities*</li><li>Presentation/Discussion: Effects of community involvement<br>Use book, *Involving Communities,* p. 155</li><li>Modes of community involvement<br>Use *Companion Guide*, Figure 1, p. 4</li><li>Group discussion: Community's role/responsibility in shaping education delivery and expected outcomes</li><li>Lecture/Presentation: Overview of *Involving Communities* process being implemented at the village, district, and national levels<br>Use *Companion Guide,* p. 9</li><li>Village leader presentations of village plans</li><li>District Planning: Integration of village plans into overall district education plan</li></ul> |
| **Day 2**<br>**Supporting the**<br>**Process:**<br>**Collaboration/**<br>**Monitoring,**<br>**Resources, and Next**<br>**Steps** | <ul><li>Lecture/Presentation: Participatory Monitoring and Feedback: What it is, how to do it, and who is responsible<br>Handout 5: "Conventional and Participatory Monitoring and Evaluation"<br>Handout 8: "Participatory Monitoring and Evaluation Cycle"<br>Handout 9: "Monitoring/Feedback Form"</li><li>Group Discussion: Collaborating with Others/Resources for Support<br>Handout 6: "Potential Resources for Support"</li><li>Presentation: National Forum--Goals and Purpose</li><li>Next Steps: Scheduling</li></ul> |

# HANDOUT 9
## MONITORING/FEEDBACK FORM

(To be used by district officials/collaborating organizations in monitoring community
implementation of local action plans)

Name_____Title_____

Community/Village_____District_____

Date of Visit_____Community Meeting Date_____

Community Involvement Coordinator functioning?           • Yes           • No

Name_____

Action plan displayed publicly?                          • Yes           • No

Where?_____
Progress made?                                           • Yes           • No

Describe_____
_____

Problems encountered?                                    • Yes           • No

Problem_____
Possible solutions_____

Problem_____
Possible solutions_____

Tasks remaining                                          • Yes           • No

Give dates and activities_____

Planned completion date                                  • Yes           • No
If yes, give date:_____

Comments (to be discussed with community)

Strengths_____
_____

Ideas for improvement_____
_____

Next visit (date) _____

Signatures

_____          _____
Community Involvement Coordinator                District Official

# VII. INVOLVING COMMUNITIES: NATIONAL FORUM

## Overview

**Purpose**

To raise public awareness about the *Involving Communities* process and motivate other communities to replicate the process

**Objectives**

By the end of the session, participants will be able to:

- Explain the possible impact of community participation on basic education
- Explain the *Involving Communities* process and how it has been implemented in Ghana and the local context
- Give criteria for deciding whether to replicate the process in other communities
- Take steps in their districts/regions to implement the process

**Suggested Participants**

District leaders in nonparticipating districts; ministry staff; representatives from implementing villages and district

**Length of Session**

½ day; one four-hour session

**Materials Needed**

Pictures/Video of Implementation in Local Villages (if available)
Handout 10: "Next Step Planning"

# Activities

| | |
|---|---|
| **National Forum** | <ul><li>Presentation: Impact of community involvement (Use book*, Involving Communities*, p. 155)</li><li>Village/District Presentations: Activities/Results of *Involving Communities* process in participating villages</li><li>Lecture/Group Activity: Do You Replicate?</li><li>Presentation/Individual activity: Next step planning to list people to contact, steps to take, and preliminary schedule of performance<br>Handout 10: "Next Step Planning"</li></ul> |

# HANDOUT 10
## NEXT STEP PLANNING

| | Name | Name | Name |
|---|---|---|---|
| District/Community Needing Program | | | |
| People to Contact | 1.<br><br>2.<br><br>3.<br><br>4. | 1.<br><br>2.<br><br>3.<br><br>4. | 1.<br><br>2.<br><br>3.<br><br>4. |
| Steps to Take | 1.<br><br>2.<br><br>3.<br><br>4. | 1.<br><br>2.<br><br>3.<br><br>4. | 1.<br><br>2.<br><br>3.<br><br>4. |
| Preliminary Schedule | (in months)<br>1.<br><br>2.<br><br>3.<br><br>4.<br><br>5.<br><br>6. | (in months)<br>1.<br><br>2.<br><br>3.<br><br>4.<br><br>5.<br><br>6. | (in months)<br>1.<br><br>2.<br><br>3.<br><br>4.<br><br>5.<br><br>6. |

# VIII. INVOLVING COMMUNITIES:  POSTSCRIPT

Community involvement can be an important element of any program that is intended to improve educational participation, quality, and/or overall accountability.  Its effectiveness, however, depends at least partially on the extent to which the community is meaningfully involved, the cultural, educational, and social context in which the activities are introduced, and the resources available to support the activities throughout the funded project and beyond.

*Involving Communities:  A Companion Guide* offers a process for creating effective community participation by applying the concepts presented in *Involving Communities:  Participation in the Delivery of Education Programs.* Recommended process steps involve beneficiaries at the local, district, and national levels in planning, implementing, monitoring, and reporting the outcomes of the community involvement process.  Using the activities that are outlined, the handouts that are provided, and the comprehensive parent document, local communities should be better prepared to build participation and improve basic education.

USAID invites you to inform the agency of your experiences with the materials and the actions that were taken by individual communities.  Your feedback and comments are welcomed, as they will only help us to improve basic education throughout the world.

Please send any comments to USAID, Human Capacity Development Center, Washington, DC.